



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Peaks Island School

SAU: Portland Public Schools

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# 2010-2011 NCLB Report Card



**School:** Peaks Island School  
**SAU:** Portland Public Schools  
**Grade:** 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	10	10	100	100	61	65	10	90	0	0	10	0
	2009-2010	10	10	100	90	66	73	50	40	10	0	10	0
Female	2008-2009	4	4	100		64	70						
	2009-2010	6	6	100		71	76						
Male	2008-2009	6	6	100	100	57	60	0	100	0	0		
	2009-2010	4	4	100		62	69						
Caucasian/White	2008-2009	9	9	100	100	70	66	11	89	0	0		
	2009-2010	10	10	100	90	80	74	50	40	10	0		
African American/Black	2008-2009	0	0			35	42						
	2009-2010	0	0			32	46						
Hispanic	2008-2009	0	0			55	51						
	2009-2010	0	0			22	58						
Asian or Pacific Islander	2008-2009	1	1	100		54	66						
	2009-2010	0	0			59	71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	1	1	100		44	53						
	2009-2010	2	2	100		44	62						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		42	36						
	2009-2010	2	2	100		39	38						
Limited English Proficient	2008-2009	0	0			34	40						
	2009-2010	0	0			36	45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Peaks Island School  
**SAU:** Portland Public Schools  
**Grade:** 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	6	6	100	100	71	71	0	100	0	0	6	0
	2009-2010	9	9	100		60	67					9	0
Female	2008-2009	2	2	100		71	75						
	2009-2010	3	3	100		62	71						
Male	2008-2009	4	4	100		70	67						
	2009-2010	6	6	100		57	63						
Caucasian/White	2008-2009	5	5	100	100	79	71	0	100	0	0		
	2009-2010	8	8	100		70	68						
African American/Black	2008-2009	0	0			51	53						
	2009-2010	0	0			35	43						
Hispanic	2008-2009	0	0			55	66						
	2009-2010	0	0			50	59						
Asian or Pacific Islander	2008-2009	1	1	100		55	71						
	2009-2010	1	1	100		56	71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	0	0			53	60						
	2009-2010	2	2	100		42	56						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	3	3	100		41	43						
	2009-2010	1	1	100		27	34						
Limited English Proficient	2008-2009	0	0			42	47						
	2009-2010	0	0			38	46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



**School:** Peaks Island School  
**SAU:** Portland Public Schools  
**Grade:** 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	5	5	100	80	67	67	20	60	0	20	5	0
	2009-2010	8	8	100		73	72					8	0
Female	2008-2009	2	2	100		66	70						
	2009-2010	4	4	100		75	78						
Male	2008-2009	3	3	100		68	64						
	2009-2010	4	4	100		71	67						
Caucasian/White	2008-2009	4	4	100		80	67						
	2009-2010	6	6	100		82	73						
African American/Black	2008-2009	1	1	100		39	46						
	2009-2010	0	0			46	57						
Hispanic	2008-2009	0	0			38	56						
	2009-2010	1	1	100		68	70						
Asian or Pacific Islander	2008-2009	0	0			45	68						
	2009-2010	1	1	100		58	73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	2	2	100		48	53						
	2009-2010	2	2	100		55	62						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		37	31						
	2009-2010	2	2	100		45	36						
Limited English Proficient	2008-2009	0	0			33	39						
	2009-2010	0	0			42	49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Peaks Island School  
**SAU:** Portland Public Schools  
**Grade:** 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	10	10	100	100	57	70	60	40	0	0	10	0
	2009-2010	10	10	100	90	53	62	30	60	10	0	10	0
Female	2008-2009	4	4	100		55	68						
	2009-2010	6	6	100		51	61						
Male	2008-2009	6	6	100	100	60	71	50	50	0	0		
	2009-2010	4	4	100		56	63						
Caucasian/White	2008-2009	9	9	100	100	71	71	56	44	0	0		
	2009-2010	10	10	100	90	66	63	30	60	10	0		
African American/Black	2008-2009	0	0			25	45						
	2009-2010	0	0			18	31						
Hispanic	2008-2009	0	0			35	50						
	2009-2010	0	0			17	52						
Asian or Pacific Islander	2008-2009	1	1	100		48	70						
	2009-2010	0	0			51	65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	1	1	100		42	58						
	2009-2010	2	2	100		31	50						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		47	46						
	2009-2010	2	2	100		40	33						
Limited English Proficient	2008-2009	0	0			30	46						
	2009-2010	0	0			24	35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	6	6	100	83	63	66	17	67	17	0	6	0
	2009-2010	9	9	100		50	62					9	0
Female	2008-2009	2	2	100		60	66						
	2009-2010	3	3	100		48	62						
Male	2008-2009	4	4	100		65	67						
	2009-2010	6	6	100		52	63						
Caucasian/White	2008-2009	5	5	100	80	73	67	20	60	20	0		
	2009-2010	8	8	100		62	63						
African American/Black	2008-2009	0	0			32	46						
	2009-2010	0	0			25	36						
Hispanic	2008-2009	0	0			55	61						
	2009-2010	0	0			24	45						
Asian or Pacific Islander	2008-2009	1	1	100		43	68						
	2009-2010	1	1	100		48	65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	0	0			44	54						
	2009-2010	2	2	100		33	50						
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	3	3	100		42	41						
	2009-2010	1	1	100		28	36						
Limited English Proficient	2008-2009	0	0			31	43						
	2009-2010	0	0			26	38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	5	5	100	80	57	66	60	20	0	20	5	0
	2009-2010	8	8	100		56	64					8	0
Female	2008-2009	2	2	100		57	65						
	2009-2010	4	4	100		53	64						
Male	2008-2009	3	3	100		58	66						
	2009-2010	4	4	100		60	64						
Caucasian/White	2008-2009	4	4	100		68	67						
	2009-2010	6	6	100		69	65						
African American/Black	2008-2009	1	1	100		28	43						
	2009-2010	0	0			20	37						
Hispanic	2008-2009	0	0			29	52						
	2009-2010	1	1	100		44	55						
Asian or Pacific Islander	2008-2009	0	0			50	69						
	2009-2010	1	1	100		35	67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	2	2	100		42	53						
	2009-2010	2	2	100		31	51						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		32	38						
	2009-2010	2	2	100		35	34						
Limited English Proficient	2008-2009	0	0			33	40						
	2009-2010	0	0			22	38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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# 2010-2011 NCLB Report Card



**School:** Peaks Island School  
**SAU:** Portland Public Schools  
**Grade:** 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	*	98	99	93	68	71	*	99	99	90	55	63	94	95	95
		98	99		69	69		99	99		57	61			
Caucasian/White	*	99	99	96	79	71	*	99	99	92	67	64			
		99	99		79	69		99	99		66	62			
African American/Black	*	96	97	*	38	49	*	99	99	*	22	36			
		94	97		42	50		97	98		30	38			
Hispanic	*	99	97	*	49	63	*	100	99	*	29	51			
		100	99		40	59		100	100		23	46			
Asian or Pacific Islander	*	96	97	*	63	73	*	99	99	*	51	67			
		95	98		69	76		99	99		58	71			
American Indian or Native Alaskan	*	*	98	*	*	64	*	*	98	*	*	54			
		*	97		*	57		*	97		*	47			
Economically Disadvantaged	*	98	99	*	49	60	*	99	99	*	33	50			
		96	99		51	56		98	99		37	47			
Students with Disabilities	*	99	97	*	38	36	*	99	97	*	33	35			
		95	98		39	28		95	98		34	25			
Limited English Proficient	*	95	96	*	41	48	*	99	99	*	26	39			
		94	95		41	45		98	99		26	35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.





Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	4	2	4	0	0	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>